



INSPECTORATUL ȘCOLAR JUDEȚEAN, GALAȚI
OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZA - ETAPA LOCALĂ,
15 FEBRUARIE 2025
CLASA A VII-A

BAREM

SUBIECTUL I

I.1 (10 items x 2p =20points)

1. has been planning
2. is studying
3. has completed
4. was flying
5. experienced
6. knew
7. managed
8. has realised
9. requires / required
10. will be ready

I.2 (10 items x 2p =20points)

1. they
2. be
3. the
4. for
5. about
6. such
7. V
8. V
9. but
10. one

I.3 (5 items x2p = 10points)

1. FRIGHTENING
2. COURAGEOUS
3. PATIENTLY
4. DETERMINATION
5. UNPREDICTABLE

SUBIECTUL al II-lea (25 p)

II.1 1. C 2. D 3.E 4.A 5.B

$$5 \times 2p = 10p$$

II.2 1.a 2.c 3.b 4.c 5.a

$$5 \times 3p = 15p$$

SUBIECTUL al III-lea – MARKING SCHEME (25 puncte)

Analytical Criteria	Excellent 5 p	Good 4 p	Adequate 3 p	Limited 2 p	Incomplete/ Poor 1 p
Content	The story is <i>completely relevant</i> to the topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The story is <i>fairly completed</i> with all the sequencing elements of a narrative.	The story is <i>partially completed</i> with slight logical impediments in sequencing the moments of the narrative.	The story is <i>faulty</i> , including serious logical impediments in the sequencing of events.	The story is <i>incomplete</i> , the sequencing of the narrative moments being inconsistent.
Organization/ Cohesion	There is <i>complete logical connection</i> of paragraphs due to a judicious use of linking devices, mechanics and length requirements.	There is a <i>fairly completion</i> of paragraph organization due to scarce misuse of linking devices, mechanics and length requirements.	There is <i>partial completion</i> of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is <i>serious inconsistency</i> in the organization of the paragraphs due to the misuse of the linking device, mechanics and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics and length requirements having been disrespected.
Vocabulary/ Spelling	A <i>wide range</i> of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A <i>range</i> of vocabulary is used <i>appropriately</i> and <i>accurately</i> in the story; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.	The <i>range</i> of vocabulary is <i>adequately used</i> in the story; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A <i>limited range</i> of vocabulary is present within the story; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very <i>narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times.
Structures/ Punctuation	A <i>wide range</i> of grammatical structures is used <i>accurately</i> and <i>flexibly</i> throughout the story; minor errors are rare; punctuation is very well controlled.	A <i>range</i> of grammatical structures is used <i>accurately</i> and with <i>some flexibility</i> along the story; occasional errors are possible; punctuation is well controlled with occasional slips.	A <i>mix of complex and simple</i> grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be faulty at times.	A <i>limited range</i> of grammatical structures is present along the story; complex language is rare and may be often faulty; <i>punctuation errors</i> can make text understanding difficult.	A very <i>narrow range</i> of grammatical structures is present within the story; <i>errors</i> predominate; <i>punctuation errors</i> make the text obscure at times.
Register and Style / Effect on target reader	The register of the narrative composition is <i>totally relevant</i> to the task, being organically integrated all along the discourse. The interest of the reader is <i>aroused</i> and <i>sustained</i> throughout.	The register of the narrative composition is <i>relevant</i> to the task with slightly incongruent lapses within the discourse. The text has a <i>good effect</i> on the reader.	The register of the narrative composition is <i>partially relevant</i> to the task, with a narrow inconsistency of style, leading to halts in the logical development of ideas. The effect on the reader is <i>satisfactory</i> .	The register of the narrative composition is <i>inconsistent</i> due to the mixture of styles. The effect on the reader is <i>non-relevant</i> .	The register used in the narrative composition is <i>inappropriate</i> for this type writing. The effect on the reader is <i>non-relevant</i> .



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CLASA A VIII-A

BAREM

SUBIECTUL I

I.1 (10 items x 2p =20points)

- 1) loves/loved
- 2) saw/had seen
- 3) had collected
- 4) was standing
- 5) had been waiting
- 6) saw
- 7) didn't stop
- 8) were wearing
- 9) had passed
- 10) had crashed

I.2 (10 items x 2p =20points)

1. that
2. as
3. he
4. V
5. of
6. V
7. to
8. the
9. on
10. much

I.3 (5 items x2p = 10points)

1. COMMUNICATIVE/COMMUNICATION
2. CLEARLY
3. CONFUSING
4. MISUNDERSTANDING(S)
5. SYMBOLISE/-IZE

SUBIECTUL al II-lea (25 p)

II.1 1.E 2.A 3.B 4.F 5.D

5 x 2p = 10p

II.2 1.B 2.B 3.A 4.C 5.D

5 x 3p = 15p

SUBIECTUL al III-lea – MARKING SCHEME (25 puncte)

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